



**I. COURSE DESCRIPTION:**

This course is designed to explore the field of work and career opportunities in health and human services. The varied roles and settings in which health and human service workers function will be studied, with emphasis on the role of multidisciplinary gerontology worker.

Academic, social and personal experiences commonly encountered by students preparing for health and human service careers will be discussed.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will:

1. trace the development of health and human services in Canada (philosophical base, nature of services and inherent professional values)
2. describe the impact of the political climate on health and human service delivery.
3. discuss health and human service programmes and the career opportunities in various agencies in our community.
4. investigate career paths associated with the Community Gerontology Worker role (re. CYW, DSW, ECE, L&S, PSW, RPN, RN)
5. differentiate between facts and stereotypes about careers in health and human services.
6. identify personal characteristics needed to be in the helping professions eg: helpful interpersonal skills
7. investigate and report academic, social and personal requirements for careers in the health and human services area.
8. identify and explain the assessment process, problem-solving skills, and case management skills required by health and human service workers to help individuals or groups.
9. discover the community as a network of services and the need to network within the community to access services for self or others.
10. examine own feelings about pursuing a career in the health and human services field.
11. propose a plan which will promote success in these fields.

**III. TOPICS:**

**Health**

1. Definition of "health"
2. Development of services in Canada
3. Health careers, career paths, opportunities and programmes of study
4. Health care system
5. Health professionals/associations/organizations
6. Health care agencies in Sault Ste. Marie and Algoma
7. Health care issues and trends

**Human Services**

1. Definition of Human Services
2. Development of services in Canada
3. Human services' careers, career paths and opportunities, programmes of study
4. Human services' professionals/associations/organizations
5. Human services' issues and trends
6. Human services' agencies in Sault Ste. Marie and Algoma

**Health & Human Services**

1. Impact of political climate on these services
2. Facts/stereotypes about careers in these fields
3. Personal characteristics needed in the helping professions
4. Academic and social requirements for these careers
5. Assessment processes for health and human service workers
6. Problem-solving and case management skills required to help individuals or groups
7. Networking necessary to access services in the community
8. Examine feelings about careers in these service areas
9. Develop plan for success in these fields

**IV. LEARNING ACTIVITIES**

**A. INTRODUCTION TO HEALTH SERVICES**

**REQUIRED RESOURCES**

1. Describe the development of health care delivery in Canada.
2. Review definitions of health.
3. Explore individual understanding of health care in Ontario.

see notes from HSC103

Canada Health Act

**A. INTRODUCTION TO HEALTH SERVICES**

**REQUIRED RESOURCES**

4. Identify Ontario's current health goals.

a) Ministry of Health Business Plan (1998-99)

5. List health care issues and trends influencing seniors and those working with older adults.

6. Identify and describe the most frequently careers in health.

Career Information Directory

a) list health careers

b) identify job roles for these careers

c) describe the educational preparation necessary for these careers

d) explore the programmes available to pursue these careers

e) identify possible career opportunities with different skill sets - career laddering

f) give examples of work settings associated with these careers

eg: PSW, RPN, RN, Medical Records Tech, Dental Hygienist, Diagnostic imaging Technician.

Discuss the nature of these careers with workers/practitioners in this community

7. Identify professional regulated health care providers:  
- 24 registered health professions  
- protected title status

Regulated Health Professions Act (RHPA) 1994

8. Explore various professional associations, interest groups, organizations that provide educational opportunities, career placement and professional growth to these health workers.

9. Locate Algoma's health care agencies, explain their Services and how seniors would access their programmes.

United Way Community Services Directory

10. Explain how seniors presently access the health care system.

**B. INTRODUCTION TO HUMAN SERVICES**

1. Describe the evaluation of the social welfare system in Canada, its philosophical base, nature of services and inherent professional values.

2. Explain the importance of human services' organizations, departments, professionals to Canadian citizens' wellbeing.

**B. INTRODUCTION TO HUMAN SERVICES**

**REQUIRED RESOURCES**

3. List and discuss Human Services issues related to seniors and those working with older adults.
4. Identify the variety of human service workers available for career choices.
  - a. list human services' careers
  - b. identify job roles for these careers
  - c. describe the educational preparation necessary for these careers
  - d. explore programmes available to pursue these career choices
  - e. identify possible career opportunities in human services with different skill sets (career laddering)
  - f. examine work settings associated with these careers
5. Identify professionals within the human services area.
6. List various professional associations, interest groups, organizations that provide educational opportunities, resource information and professional growth to these human service workers.
7. Locate Algoma's human services agencies, explain their services and how seniors would access their programmes.

**C. INTRODUCTION TO HEALTH & HUMAN SERVICES**

1. Describe the impact of the political climate on Health & Human Service delivery.
2. Examine facts, myths and stereotypes affecting students entering the health and human services fields.
3. Identify and explain personal characteristics needed by students and practitioners in these fields of study.
4. Discuss academic and social requirements for students in the helping professions.
5. Identify and explain the assessment process, problem-solving and case management skills needed as they relate to Health & Human Service delivery.

**C. INTRODUCTION TO HEALTH & HUMAN SERVICES****REQUIRED RESOURCES**

6. List and discuss the IPR skills and characteristics that are essential requirements of Health Sciences and Human Services workers.
7. State and discuss the concepts, principles and skills of effective networking within the community.
8. Identify personal goals for a career in Health or Human Services.
9. Examine feelings about careers in Health & Human Services areas.
  - a) strengths and weaknesses
  - b) appropriate careers for self
  - c) potential problems or difficulties to overcome
10. Develop a personal plan with short goals that will contribute to a successful career in the health and human services. Field.

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Mehr. J. (1998). Human Service: Concepts and Intervention, (7<sup>th</sup> ed.). Prentice Hall

Shah C.P. Dr. (1999). Public Health & Preventative Medicine in Canada. (4<sup>th</sup> ed.). University of Toronto Press.

Ministry of Health Booklet on the Health Care System, Queen's Printer

***Additional Resource Materials Available In The College Library***

**Book Section:** (title, publisher, edition, date, library call number if applicable)

Chenover, Melodie. (1991). Mosby's Tour Guide to Nursing School, (2nd ed.). C.V. Toronto: Mosby

Kerr, Janet and MacPhail, Jannetta. (1988). Canadian Nursing Issues and Perspectives, Toronto McGraw-Hill Ryerson.

Nursing Professional Journal

United Way Community Services Directory

College of Nurses, The Standards of Nursing Practice for Registered Nurses and Registered Nursing Assistants, January, 1990

**VI. EVALUATION PROCESS AND GRADING SYSTEM:**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

**VII. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.